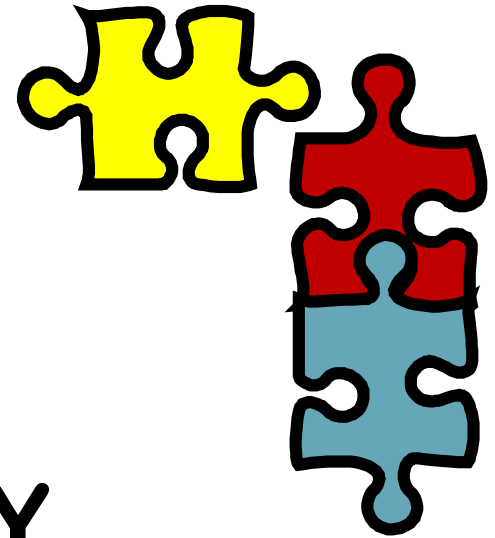
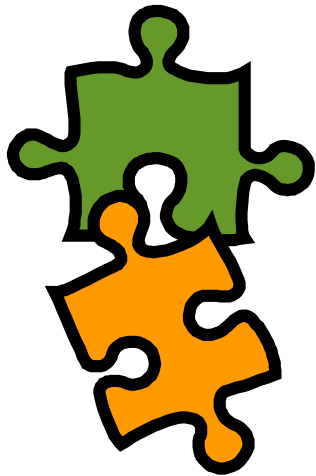


**OVERVIEW**



# **ELEMENTARY BALANCED LITERACY FRAMEWORK**



**Connie Colbaugh**

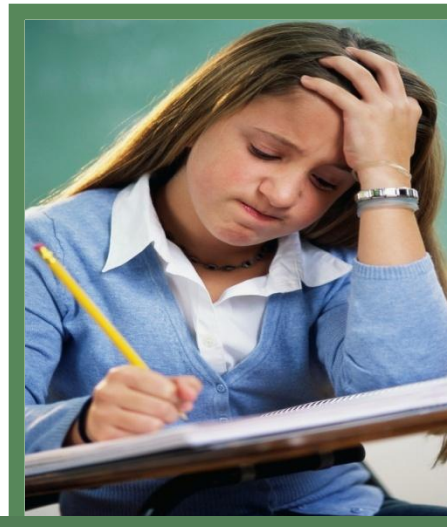
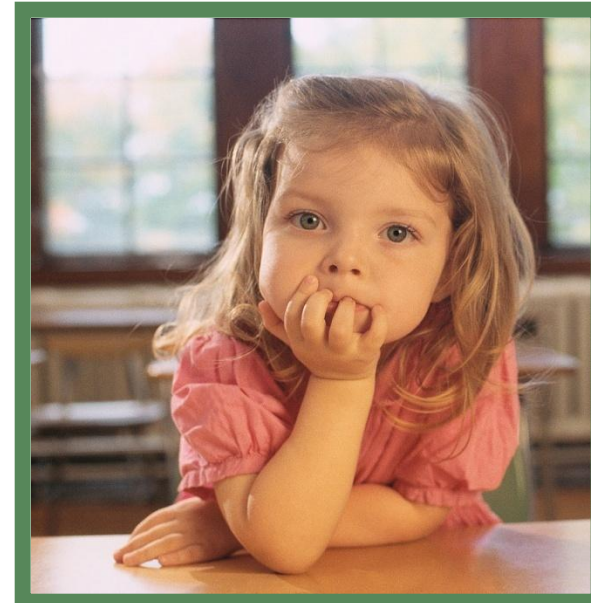
# **WELCOME**

**Please work with one or two people  
at your table  
to complete the puzzle  
in the plastic bag.**



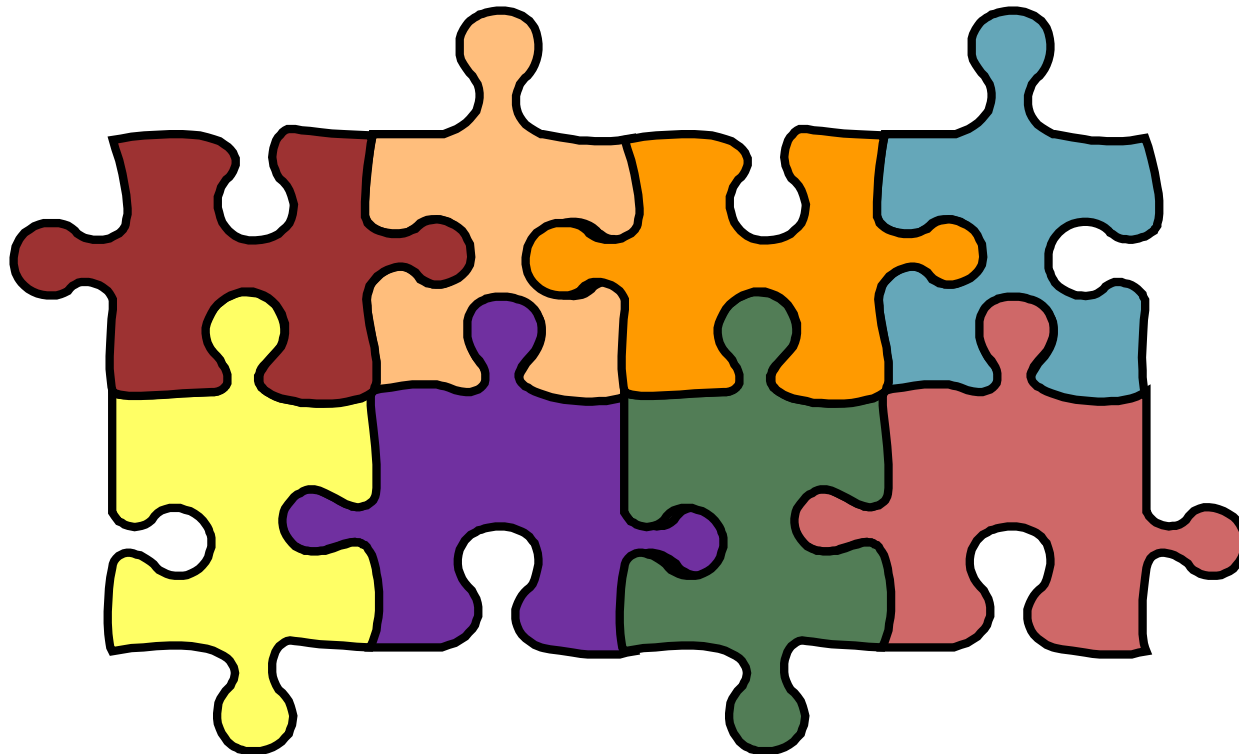
**Talk about what you see in the  
completed puzzle.**

## WHAT DO THEY NEED?

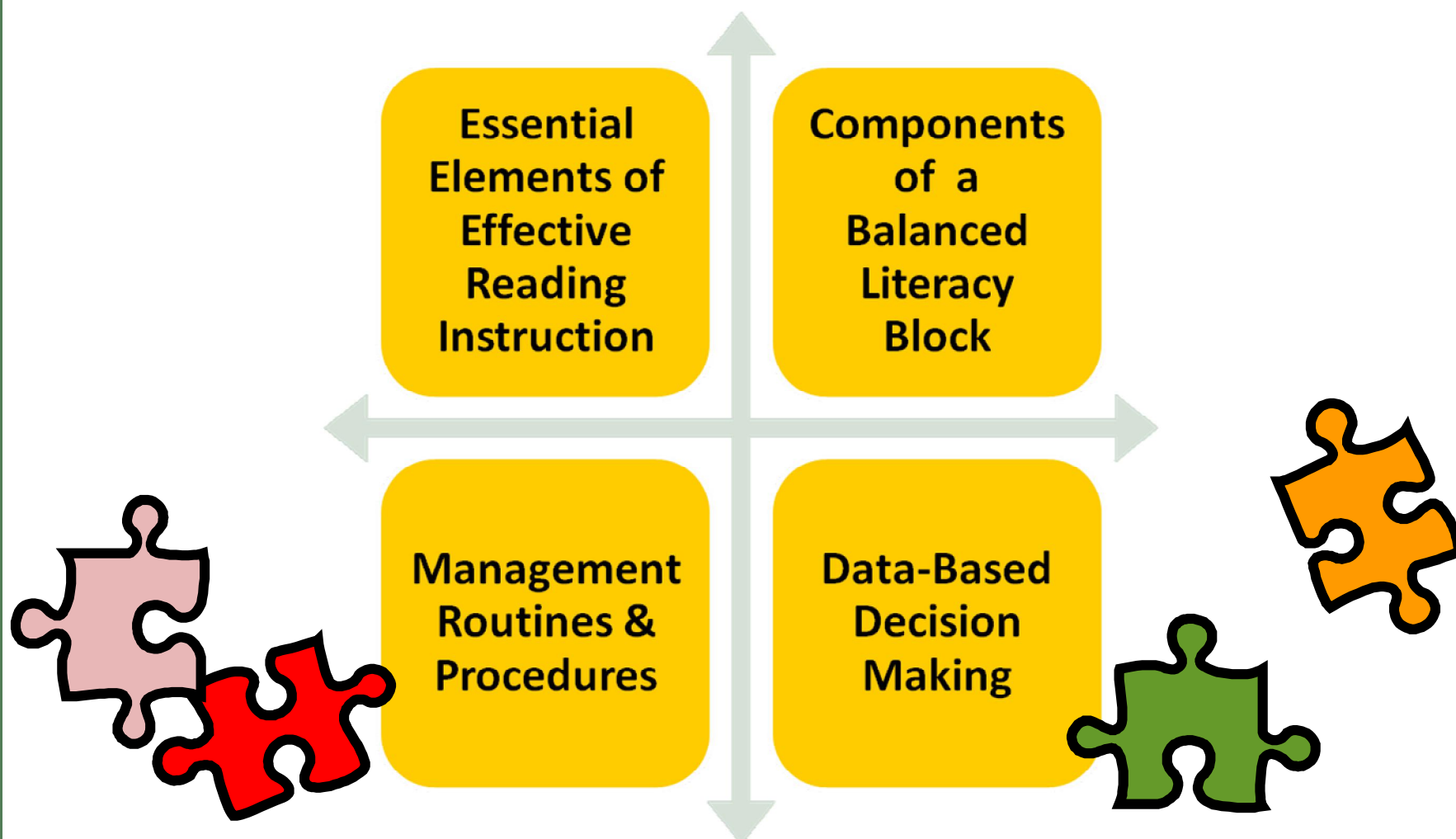


# Balance is . . .

A harmonious or satisfying arrangement or proportion of parts or elements.

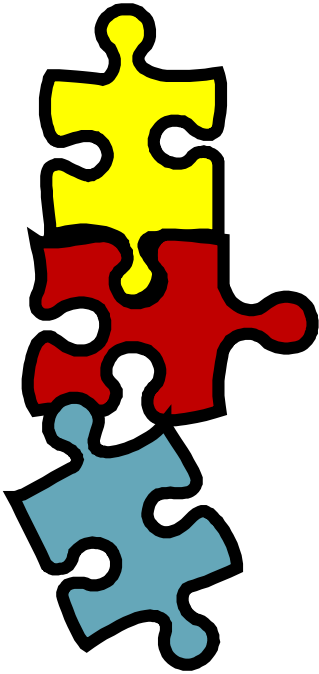


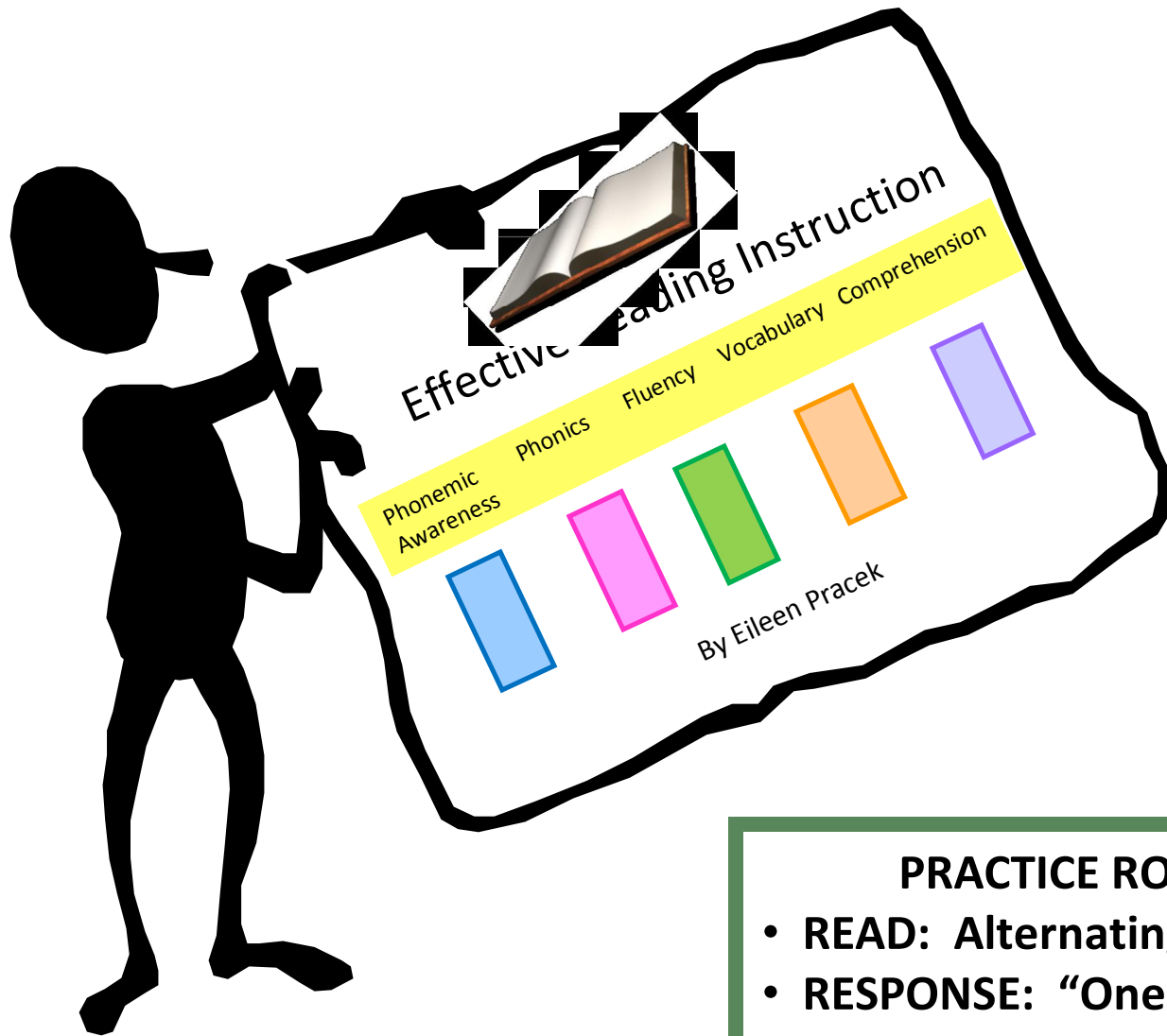
# Putting the Pieces Together



# ESSENTIAL ELEMENTS

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**





### PRACTICE ROUTINE

- **READ:** Alternating Partners
- **RESPONSE:** "One thing I heard was \_\_\_\_\_."

# 90-Minute Literacy Block

## Time:

10 minutes

10 minutes

60 minutes

20 minutes each group

10 minutes

## Component:

Read Aloud

Mini-lesson

Appropriate Practice Centers  
Independent Seatwork

Small Group Skill Instruction

Whole Class Reading for  
Active Engagement



# READ ALOUD

- Purpose for Reading
- Multiple Genres
  - Poetry
  - Predictable books
  - Fiction
  - Nonfiction
- Model Reading Behaviors
  - Fluency
  - Rhythm
  - Intonation
- Response to Text
  - Thinking
  - Discussion



# MINI LESSON

- Comprehension Skills
- Sight Word Memory Skills
- Fluency
- Literary Styles/Content of Text
- Word Work Skills
- Grammar or Mechanics
- Phonics

# Sing the Sight Words

- 3-Letter Words “Jingle Bells”



the



who

- 4-Letter Words “Frère Jacques”



said



they

- 5-Letter Words “B-I-N-G-O”



again

**Data** provides the foundation for . . .

- Lesson Design
- Instructional Decisions
- Response to Student Needs
- Designing effective practice opportunities













*“In God we trust. All others must bring data.”*

**Jo Robinson**

## **I collect student data because . . .**

- ☐ **the administration demands it.**
- ☐ **it helps in talking with parents and in making referrals.**
- ☒ **the information enables me to diagnose student needs, prescribe interventions, and design effective centers for appropriate practice.**

# ROTATION SCHEDULE

GROUPS	 Middle Group	 Target Group	 High Group
			
1 <sup>st</sup> Rotation 9:45-10:05 a.m	Teacher	Appropriate Practice Centers	Independent Seatwork
2 <sup>nd</sup> Rotation 10:05-10:25 a.m.	 Independent Seatwork	 Teacher	 Appropriate Practice Centers
3 <sup>rd</sup> Rotation 10:25-10:45 a.m.	 Appropriate Practice Centers	 Independent Seatwork	 Teacher

# Management

“The effective teacher manages the environment so that students can manage themselves within that environment.”

Dr. Vicky Gibson



SHOW THEM, TELL THEM, DO WITH THEM

## EXPLICIT INSTRUCTION

```
graph TD; A[EXPLICIT INSTRUCTION] --> B[Concepts & Skills]; A --> C[Routines & Procedures]; A --> D[Appropriate Practice Centers];
```

Concepts  
&  
Skills

Routines  
&  
Procedures

Appropriate  
Practice  
Centers



# Explicit Instruction

## ➤ *How*

- My turn
- Our turn
- Your turn

**Model**

**Guided Practice**

**Independent Practice**

**Demonstrate**

**Practice**

**Check**

## ➤ *When*

- New concept or skill
- Difficult concept or skill
- Correction

## ➤ *Why*

- Mastery of skills
- Appropriate pace

# SMALL GROUP INSTRUCTION

- Students at the Same Reading Level
- Each Student has Individual Text
- Learning is Visual/Text Connected
- Mastery Learning
  - Phonemic Awareness
  - Phonics/Word Work
  - Fluency
  - Reading Comprehension
- High Engagement
- Many Practice Opportunities

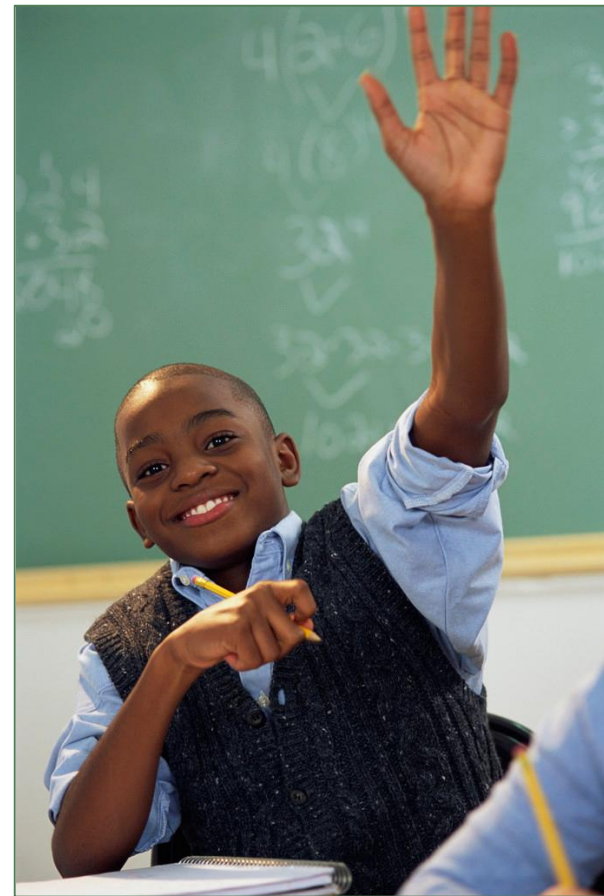
"Lisa did not know <sup>were</sup> where to find him."

were

where

**CORRECTION PROCEDURES**

How much time  
does it take to give  
**all** kids the practice  
they need?

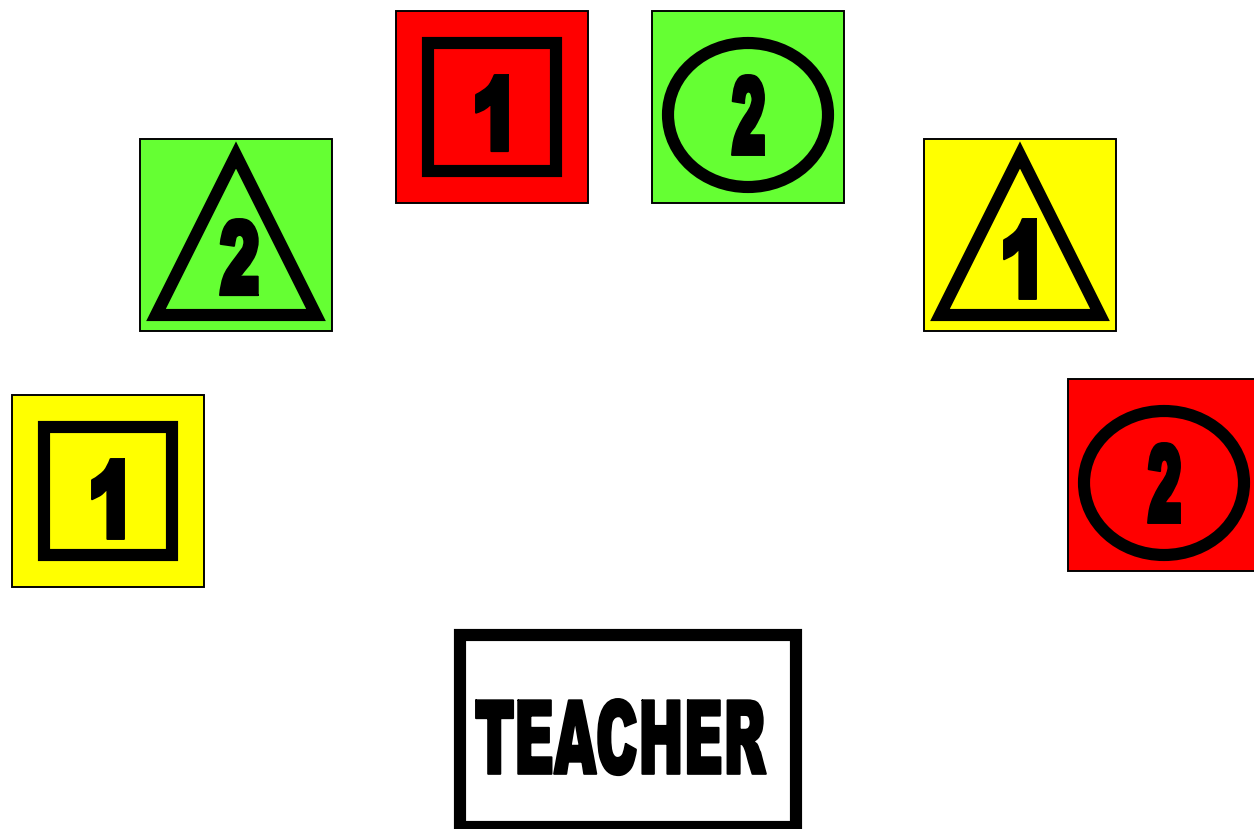


**More practice means more engagement.**



**More engagement means  
more turns.**

# Alternating Turns



# COMPREHENSION

Whole Class – Small Group

**THINK – PAIR - SHARE**

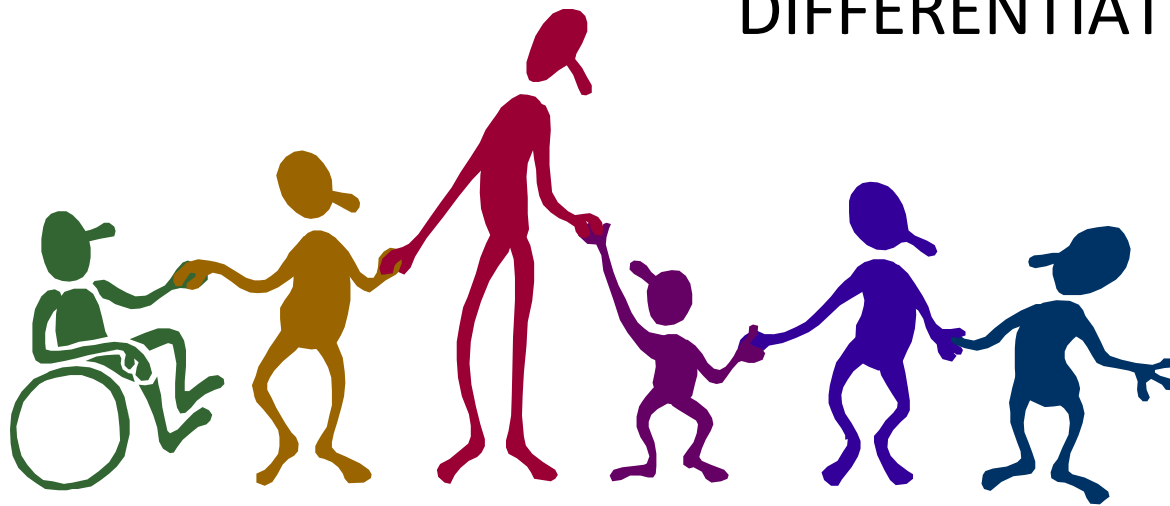
**SIGNAL**

What do you think?

What did your partner say?

# APPROPRIATE PRACTICE CENTERS

DIFFERENTIATE



Make necessary adaptations to meet  
specific student needs.



W

H

Y

?



PURPOSE

# PURPOSE

1. to engage students while the teacher works with small reading groups
2. to reinforce literacy skills that have been taught by the teacher.

# WELL DESIGNED APPROPRIATE PRACTICE CENTERS

## ➤ ***Format:***

- Explicitly taught
- Organized for independence

## ➤ ***Content:***

- Matches students' needs
- Congruent with instruction

## ➤ ***Accountability:***

- 100% student engagement
- Demonstration of skills



**UNIT 19**
**SPEEDY READER WORDS!**
**1**

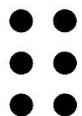
**2**

**3**

**4**

**5**


dent	sent	tent	went	rent
stash	smash	crash	trash	dash
★ was	★ want	★ what	★ where	when
me	mean	men	man	moon
neat	net	meet	hand	seat
set	➡ his	★ there	★ would	➡ as
into	★ are	➡ isn't	★ said	★ the

**6**

**CHOICE**

*Sopris West - Read Well*

# INDEPENDENT SEATWORK

- Meaningful
- Matches student needs
- Follows instruction by the teacher
- Engaging

**AVOID S S F**

**Sustained Silent Faking**



# WHOLE CLASS – SMALL GROUP ACTIVE READING ENGAGEMENT

- Cloze Oral Reading
- Read to the Stop Sign

**STOP = . ! ? PAUSE = , (Keep reading.)**

**\*Duet**

**\*Partners**

- Scooping – Phrasing
- Join my voice. Read so the whole world will listen.
- Radio Reading

# Little Rocket of the Airways

By Neila Solberg

Everything about the hummingbird is small. The egg from which it is hatched is about the size of a jellybean. The nest in which it is born is the size of a walnut. A baby hummingbird is only the size of a bee. When fully grown, it is all of two inches long and weighs less than a penny. It weighs so little that it can stand on a blade of grass and the grass hardly bends.

# Scooping – Phrasing

The hummingbird is a fearless fighter

It picks fights with birds of all sizes.

It is as likely to go after a crow or a hawk  
as a moth or a bee.

It will fly at its enemies like a bullet,  
using its sharp bill as a weapon.



# Teach for Results



Read Well © Sopris West

**RAPT**  
**Attention**

## Read

Background Information  
Lesson Material

## Analyze

Student needs  
Materials preparation  
Room arrangement

## Practice

Articulation of sounds/words  
Instructional delivery

## Each

Effectively  
Joyfully

# There's more . . .



Early Literacy

**PHONOLOGICAL  
AWARENESS**

**April 21, 2010**

Early Literacy



**VOCABULARY**

**March 24, 2010**